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ABSTRACT

This article discusses Japanese students' difficulties in reading English, overviews some of the problems of college English textbooks, presents the results of research on the subject, and discusses characteristics of measures of readability. Teaching methods that have proven effective with Japanese students and activities for engaging students in active reading are also discussed. Problems Japanese students experience with reading English include giving equal weight to each word, failure to understand the connections among sentences in a paragraph and difficulty in summarizing passages. To investigate English reading proficiency, the JALT English Reading Project used two parallel tests--JALT English Reading Test: Forms A and C, each with five sections--a dialogue, directions, a newspaper article, an essay and a poem--to measure college students' English reading proficiency. There was a high correlation between reading ability and reading speed and a higher correlation between these two factors among students with the highest scores. To teach the subject effectively, well organized readings with concrete information chosen to suit goals of the class are required. The number of words in a passage should be specified in order to calculate reading speed. Passages require exercises to improve reading comprehension and spoken English. Difficult vocabulary should be accompanied by explanations in easy English. Other activities for motivating students include independent reading, computer-assisted instruction, and using newspapers for extensive reading. (Contains 38 references.) (CK)

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Getting Students to Read Actively

Kenji Kitao

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Getting Students to Read Actively

Kenji Kitao

Introduction

Reading has been the most emphasized skill in English instruction in Japanese junior and senior high schools and colleges (Hashimoto, 1977; Ito, 1990). Even today it is the most important and major part of English instruction though oral communicative aspects are much more emphasized than the past. However, I question how effectively it is taught (Kitao, 1983). In this paper, I will discuss the Japanese students' reading problems and some of the problems of college English textbooks, present the results of our research and discuss characteristics of measures of readability. I will also present teaching methods and techniques which I believe effective with Japanese students, as well as good exercises and useful activities and tips for class administration to make students active learners in reading.

Japanese Students' Problems in Reading

Many Japanese people believe that they can read English but cannot speak it. However, in my seventeen years of teaching experience, I have strong doubt about it (Kitao, 1983). Scholars who have studied reading activities have had the same doubt (Matsumura, 1984; Tanaka, 1992).

Many students think that reading English means reading it aloud. They can read aloud fluently but they do not understand what they are reading. If I ask students questions about what they read aloud, they have to read it again silently.

Translation has been emphasized in college English reading classes (Koike, 1983; Ogino, 1983), and many students read by replacing English words with Japanese word by word without having any understanding of the meaning. After students "translate" a passage into Japanese, if I ask questions about it, they often cannot answer them.

Japanese students, on average, read English very slowly. They can read 50-100 words per minute, and even after a half year training designed to increase their reading speed, they could read 105 words with 54% comprehension (Yoshida & Kitao, 1986). They read much more slowly than the native speakers of English, whose reading speed is, on average, 280 words per minute (Goda, 1976). That slow speed makes it difficult for readers to understand relationships among pieces of information in the passage, as Smith (1982) argues that it is difficult to comprehend if people read less than 200 words per minute.

In my experience, another problem students have is that they give the same amount of attention to each word, that is, they see each word and each sentence as having the same importance in the passage. When reading, students try to understand individual sentences, but they do not understand the connections among the sentences. They do not think about the main idea of a paragraph and how the sentences contribute to the development of that main idea. They do not try to understand the passage as a whole. They have difficulties summarizing or reconstructing passages they have read. Students see sentences as existing independently, without

any relationship among them. Students often do not understand pronouns or references which connect sentences. They often do not understand the writer's point of view.

Research Findings

In order to investigate college students' English reading proficiency, the JALT English Reading Project made two parallel tests, JALT English Reading Test: Forms A and C, each of which has five sections: a dialogue, directions, a newspaper article, an essay and a poem.[1]

Five or ten multiple choice or short-answer questions are provided in each section and each section is worth twenty points. These tests were given to more than five hundred college students and more than one hundred high school students in April, 1980 and in September, 1980. We revised Forms A and C slightly to make Forms E and F and administered them to five hundred college students and more than one hundred students in April, 1981 and before and after summer vacation, 1981. We administered Form E again before and after winter vacation in order to find out how the students' English ability had improved.

The students read the familiar literary forms, an essay and a narrative, most quickly and read directions and newspaper articles more slowly. They read easier passages faster. There was a high correlation between reading ability and reading speed. There was a higher correlation between reading ability and reading speed among students with higher scores than among students with lower scores.

Students' reading time decreased by 20% over a year. The top third of the students, based on their total scores, were reading faster than the students in the lower third, and their reading speed improved much more than

students with lower scores (Kitao, Kitao, Yoshida, & Yoshida, 1985, Kitao & Miyamoto, 1982, Kitao & Miyamoto, 1983, Kitao & Yoshida, 1985, Kitao, Yoshida, & Yoshida, 1986, Yoshida & Kitao, 1986).

Problems of College English Textbooks in Japan

About 300 new college English textbooks are published in Japan each year (Koike, 1982). Though oral communication and other skills are emphasized today, about 75% of the college textbooks published in Japan are reading textbooks, and that number increases to more than 80% if all around textbooks that emphasize reading are included (Daigaku eigo kyokasho mokuroku, No. 18, 1993).[2] Many of the reading textbooks are excerpts of English books with Japanese notes. This style has not been changed much over the last half century. Many of them are essays or literature. Many of them are too long and too difficult. They are not interesting. They do not have many visual aids. Some of them have old passages. They do not have much to help students comprehend the reading (Kitao, et al., 1987, Kitao, et al., 1988).

We have analyzed many textbooks in developing our reading textbooks project, and we believe that good English textbooks should have correct and natural English, though some textbooks, particularly grammar or composition, have some incorrect and/or unnatural English. Information in the textbooks should be accurate. Some textbooks are old and information in them is too old and inaccurate. The content should be meaningful to learners. They should also be interesting to them. Some contents are too childish or related to the area which college students are not interested in or they have nothing to do with.

Good English Texts

I have discussed the problems of college English textbooks. Then what characteristics make a good reading textbook? The following are conclusions reached by the reading project group (Kitao & Kitao, 1982).

1) Though most college English textbooks have essays and narratives, students should be exposed to a variety of literary forms, including dialogues, newspaper articles, poetry, brochures, etc. Students should also read examples of authentic English such as advertisements, menus, programs and announcements.

2) It is best to have reading passages of 1,000 words or less in length, depending on the level of the students, so that students could finish one lesson in each class.

3) Reading passages should be written in standard, modern English. Dialect, slang and old style English may be appropriate for more advanced students, but, in general, it is better to avoid them in earlier stages.

4) The difficulty level of textbooks should be slightly beyond students' ability (Watanabe, 1990). If they are too difficult, students may get discouraged and give up; if they are too easy, students' reading ability will not improve.

5) Textbooks should not have any biased information, since many students believe whatever they read in textbooks.

6) Reading passages should be interesting and motivating to students. They should have some information that is new to students, because that will help maintain the students' interest, and information about other cultures is also useful, because many students are interested in other cultures.

For the purpose of discussion of the reading passage, it is useful if the lines are numbered.

7) Textbooks should have some exercises to help students understand the reading passages. These should involve more than translation of the English reading passages into Japanese. They should help students find the main idea and supporting details, and help them understand the relationships among these.

In recent years, there have been several trends in English reading textbooks. They have become more communicative, more skill oriented, and have begun to deal with more diverse content areas, particularly science. There is more emphasis on helping students by giving them more instruction, more vocabulary, more visual aids and more exercises.

Readability

The issue of readability is very important for reading textbooks. Readability refers to how difficult a reading passage is for readers. There are many readability scales, including the Fry Readability Scale by Dr. Edward B. Fry (Fry, 1978). This scale is based on the number of syllables per word and sentences in the passage. Content and vocabulary are not considered.

Some computer software programs measure readability. *RightWriter* is one of them, and it determines readability of passages based on such factors as the number of words per sentence and the number of difficult words in the passage.

Another method of measuring readability is the cloze test, developed by Anderson (1971). This process involves choosing a 250-word excerpt from the passage in question and deleting every fifth word except in the first

and last sentence, not including numbers. Students fill in those blanks, and their responses are scored using the exact word method of scoring, that is, judging students' answers as correct only if they are exactly the same as the original text and incorrect if they are different from the original text, even if the answer makes sense in context. If students score more than 53% correct, the difficulty level of the reading is at the independent level, which means that students can read it by themselves. If they get between 44% and 53%, it is at the instructional level, and students can read it with some instruction. If they get less than 44%, it is at the frustration level, and they cannot understand it.

In the experience of the reading group members, if the average number of words per sentence is 20 words or more, if there are more than 5% unfamiliar words, or if the information in the reading is completely new, that reading is difficult. Thus, the difficulty of a passage is not necessarily something for which a standard measurement is useful for all readers, since familiarity of words, newness of information, etc., vary from student to student. Therefore, students' perception of the difficulty of the passage is important.

Teaching Methods and Techniques

I believe that it is important to avoid translation in the teaching of reading, and I use various strategies which I think help students learn to read English but still avoid translation. Of course, the reading itself is most important, and I try to have students read a passage at least once during the class period, and more often if there is time.

1) Before students actually start reading, I often have them do pre-reading exercises. Pre-reading exercises have various forms, but their pur-

pose is to prepare students to read, to activate the knowledge that they already have about a subject or to give them an idea what the reading is about, so that they can anticipate what they are going to read. For example, I might ask students questions about the subject which they are likely to know the answer to. I might ask them what they know about the subject. Sometimes I have them read the title, headings, and perhaps the first lines of the paragraphs and identify the topics that the reading covers. (For advanced students, I have them provide the topics themselves; for elementary or intermediate students, I give them a list of topics to choose from.) These and other pre-reading exercises help prepare students to read.[3]

2) I encourage students to increase their reading speed, so that they can obtain more information and grasp the meaning of the reading passage quickly. I also give students skimming questions, in which they quickly look for the overall meaning of a paragraph or reading, or scanning exercises, in which students search quickly for specific pieces of information, such as names or dates. Another way of helping students increase their reading speed is to have them keep track of the words for per minute that they read. This is done by informing students of the number of words in the passage, having them keep track of the time it takes them to read the passage, and using a reading speed chart[4] to calculate the number of words they read per minute. If students keep a chart of the results, they can see their improvement over time, and it encourages them to read faster.

An easy way to time students' reading is to draw the figure below on the blackboard, and then tell students to start reading. While the students read, keep track of the time, pointing at the seconds and writing in the

numbers of the minutes.

Minutes	:	Seconds	
	:	0	30
	:	10	40
	:	20	50

When the students finish reading, they should note the time elapsed, record it in their time record chart, and look up or calculate the number of words per minute.[5] This makes it easier to compare the reading speed with even different readings (Kitao, 1993b). I have students keep their reading time six times for each reading, and they fill in the time record chart. They make a copy of the time record chart for me at the end of the course.

3) The vocabulary of a reading passage should not be too difficult. For words that students might not know, or words that have a cultural background students might not be familiar with, I provide easy explanations in English, rather than translations in Japanese. Teaching students how to use English-English dictionaries is also very important. I give students a lesson in using an English-English dictionary, with examples using a page from a dictionary.[6] In addition, it is useful to teach students to figure out meanings of unknown words from context. The meaning of an unknown word might be understandable because the unknown word is contrasted with something else, because examples are given, because a parallel is drawn with something else, etc.[7]

4) Lines in the passage should be numbered. This makes it easier to discuss the passage with students and to direct the students' attention to particular places in the passage.

5) When checking students' comprehension and evaluating them, I do so without translation. Comprehension-questions, including short-answer,

multiple choice, and true-false questions, are useful for this purpose, but the questions and answers are all in English.

6) Instead of trying to understand word by word or sentence by sentence, it is important for students to understand a reading passage paragraph by paragraph. To emphasize the distinction among paragraphs, I put wider space between paragraphs than between lines within a paragraph. I ask students about the main ideas of paragraph, ask them to suggest titles for the paragraphs, and/or ask them to find topic sentences for the paragraphs.

If there is enough time, I explain to students the introduction, discussion, and conclusion of paragraphs, and point out examples of these in the reading passages. I also teach students about typical ways of organizing paragraphs in English, such as comparison and contrast, cause and effect, and personal opinion. In addition, I teach them about transitions, such as words that introduce consequences (so, therefore), additional information (and, in addition), or causes (because, due to).[5]

7) Understanding the relationships among pieces of information is also important. In order to help students see these relationships, I provide such activities as reference exercises (asking students to locate the antecedents of pronouns), outline exercises (outlines with blanks for students to fill in), and cloze exercises.

8) Another important skill is understanding the sequence of events or ideas in the reading passage. In organization exercises, students are given a list of statements based on the reading passage, and students are asked to put the statement either in the order that the information appeared in the passage or in chronological order.

9) For certain readings, it is important to visualize descriptions, and I

provide visualization exercise. Students may need to draw a simple sketch or map to show their comprehension.

10) Relating what has been read to students' own experiences, opinions, and ideas is important, and I give students discussion questions which help them do this.

Class Management for Active Reading

I give students a pretest at the beginning of the class and a posttest at the end of the class, using JALT English Reading Test: Forms G and H, which are machine gradable forms. Based on the results of the test, I assign seats. If there are, for example, six rows, starting with the students with the highest scores, I assign students to the first, third, and fifth rows, and then the second, fourth, and sixth rows. That way, students from the higher half of the class are interspersed with students from the lower half of the class. It is important that students do not know how seats are assigned. Before I used this type of seating plan, the student who got the lowest score wrote in the exit questionnaire that she was intimidated in my class because she had to sit in the seat where everyone knew the worst student sat.

After all seats are assigned, I make a seating chart. (See Appendix A.) It has the student numbers and names, allowing me to take roll in only a few seconds. I can use a seating chart for each class to keep attendance and whatever other records I want to keep for each class, such as whether a particular student has answered questions correctly and whether he/she did homework. Since the seating chart has more space to write than a roll book, it is easier to keep information.

This arrangement also allows me to direct more difficult questions to

students with higher proficiency, and less difficult questions to students with lower proficiency.

At various times during the year, I have students change their seats, but I keep them within the same rows, so that the upper-level and lower-level students are still interspersed.

Suggestions for Pair and Group Work

Pair and group activities encourage students to study hard, to be involved, and to actively participate in their own learning. They remember more from such activities than in a lecture class, where they just listen to the teacher. Students also enjoy working with other students.

One way students can work in pairs is to have one student read aloud while the other listens. The reader then reads comprehension questions, and the listener answers them without looking at the text. They can discuss their opinions about the reading or their related experiences.

Either in pairs or in groups, students can also compare their answers to questions. If they find that they have different answers, they can look back at the main text and determine which answer is correct.

I form groups by putting two pairs together. Four seems to be the best number for group activities. If there are more than four students, the group is too large, and it is easy for one student to avoid participating. When I start group projects, I assign students to groups and also tell who will be the leader of each group, for example, the student with the smallest student number in the group.

Students can also do group presentations about reading passages. Depending on the teachers' assignment, groups can either do presentations that only include the content of the passage, or they can supplement the

information in the reading with their own reaction, additional information from library research, etc. For the presentation, students can also make visuals to make the information easier to understand. According to students' feedback, they work harder for presentations than for other types of assignments.

As a summer assignment, I have students read and answer questions from an English reading textbook. For this assignment, I make groups of three students with high, medium and low proficiency. During the fall term, I give students a series of tests on that textbook. Students take the tests individually, but the score each student receives is the average of the three students who are working together. This forces the three students to work together and help each other to obtain high scores. Students with high proficiency liked it, but for ones with low proficiency, it was a great deal of pressure.

Other Activities for Motivating Students

One way of motivating students is by giving them frequent quizzes. This encourages them to keep up with the class and gives them concrete goals. I give a quiz every week, and after students have finished taking the quiz, I ask them to exchange papers and grade each others' quizzes. This way, students understand the correct answers and see how well they have done. Using computer grading is also convenient for giving students feedback on the results of their tests, and it prevents cheating that might occur when students grade each others' tests. Frequent feedback is very important in language instruction, and many students get frustrated in classes where they do not get any feedback during a year.

Library research preparing for an oral presentation is challenging for

many students. When the class does a reading, I assign two students to go to the library separately to get more information about some topic related to the reading from the library and do a presentation on what they have found in class. The reason I have two students work on the same topic separately is to encourage competition between them. (This can also be done as an assignment for two groups rather than two individuals.)

Readings are most successful if there are meaningful activities related to them. The most successful reading passage I have ever used is a recipe for pancakes. I gave students the assignment to read the recipe, make pancakes at home, and write a report about their experience. They really enjoyed doing this, because they could find out in a concrete way whether they understood the meaning of the reading. Some students wrote in their reports that it was the first time they had ever used English to actually do something.

Similar activities can be done with any kinds of directions or instructions. Students like to do such activities as follow directions on a map or follow instructions for *origami*. They seem to enjoy doing the activity itself and also having a objective way of seeing whether they have understood the instructions.

Realia is particularly interesting and motivating for students, and it can be used as the basis for a wide variety of activities. For example, students can use a menu as the basis for a role play about ordering in a restaurant. They can be given a certain amount of money and decide what they would order. They can use classified advertisements for apartments for rent to discuss the advantages and disadvantages of the various apartments and, given what they can pay for rent, decide which apartment would be best. Students enjoy the opportunity to do activities with authentic English. In

addition, realia provides cultural information about English-speaking countries. For example, from menus students can learn about what kind of food Americans eat, what the price ranges are different kinds of restaurants, etc.

During the last five minutes of class, I ask students to give me brief written feedback about the class. I ask them to address various questions, such as what they have learned in that class, what three important things they learned in that class were, or whatever I would like to know about what or how well they are learning. Sometimes I ask students to write their comments on the class, and I use their feedback to make the class better.

First Day of Class

In organizing an active class, the first day is important. If it goes well, it establishes the tone for the entire course and the course will be well organized. If the first day goes badly, the course will be disorganized, and it will take much more time and effort to administer well.

In my reading classes, I always begin by explaining reasons for studying English. I give general reasons to study English and specific reasons to do it in college. English is an international language, and it is useful for communicating with both native English speakers and with nonnative speakers who speak English.

Then I explain the goals of the courses. The first goal is to increase reading ability by learning to read various literary forms, improving reading skills, increasing reading speed, and learning to understand the main ideas of paragraphs and entire passages better, and understanding details and how they relate to each other. The second goal is to learn about

American culture, which includes the background of Americans, the daily life of Americans, and practical English used in the United States. College English courses should include both developing language skill and learning about a content area.

I always make it clear to students how I will evaluate them, since they are most interested in grades. I evaluate with classroom activities, quizzes, projects, reports, and tests. I make it clear that I will never give a question that requires them to translate an English passage into Japanese, but that I will give all questions in English and they need to respond in English. They are used to studying reading passages and translating them into Japanese, but I make it clear that such study will not help them earn high grades.

I also explain to students how they should study for my reading classes. Since I give many assignments and projects, as well as many activities in class, I emphasize that it is important to follow my directions in any work that they do. I emphasize that they need to review what they have learned as well as studying for the coming classes. Of course, it is important for them to study for quizzes, which I have in every class.

In order to administer the classes smoothly, I require students to bring pencils and an eraser for a computer quizzes, a black ballpoint pen to take quizzes and a red ballpoint pen to grade other students' quizzes. I ask them to use B5 size notebooks with two holes to write responses to my questions about the class or feedback during the last five minutes of class. I collect these notebooks, and since they are all the same size, it is very easy for me to handle them.

Finally, I give the students nine hints about how to get the most out of the class. They are 1) to be open to different cultures and ways to life,

2) pay attention to different literary forms and personal writing styles, 3) make use of any visual aids that go along with the reading passage, 4) avoid translation, 5) use an English-English dictionary, if they need a dictionary, 6) use the exercises to help them understand the reading passages, 7) time their reading, and keep a record of their times, 8) read in English outside of class, and 9) study more about American culture outside of class.

Independent Reading

Though teachers work very hard to teach effectively, the time of instruction in class is limited. It is important for students to read as much as possible to improve their reading proficiency, more than they can possibly read in class. I give students independent reading projects, and I have done three types of projects.

Independent Reading from the ESL Corner

The independent reading project that I assign makes use of graded readers and easy reading books in ESL Corner in the library, which has more than 1,000 books now. I give students a list of all the books available, a handout entitled "Pleasure Reading" (Appendix B) which explains how to use them and the reasons for doing independent reading, and book report forms (Appendix C), which students fill in to give feedback to me and the rest of the class. In this project, I emphasized reading for pleasure, understanding the plot and main ideas but not details, and avoiding using dictionaries. Students filled in book reports, and based on those, students had discussions, exchanging information in groups and with other members of the class, and I gave summaries of popular books to encourage them to

read more books. I gave extra points for students if they read extra books (Kitao, 1989; Kitao, et al., 1990).

Computer-Assisted Instruction (CAI)

Computers are useful for self study. Doshisha University has been using computers for English instruction since 1988 (Ishihara, Kitao, and Yamauchi, 1992; Kitao, 1991; Kitao, 1992a; Kitao, 1992b; Kitao, 1993a; Kitao, Ishihara, and Yamauchi, 1992). Once we have put the material into the computer and inform the students what is available, they can study it any time they want with their own pace. We have collected a great deal of CAI material for teaching reading, and we can probably give two major reading courses using our materials.[9]

We have found several advantages of using CAI to teach reading. Students can cover much more material in the same amount of time, compared to conventional reading instruction. They can get immediate feedback as to how well they have understood the material and how fast they are working. If they have read the same material as their classmates, they can find out how well they have done compared to their classmates. They enjoy reading using this method of instruction, and they work actively.

Teachers can also see how well students have done and decide what material and how much material to give to individual students. We can also see what problems individual students are having and consult with them.

It is also convenient to use computers as bulletin boards. I can give assignments or information to students through computers. I put the list of English graded readers, which is 22 pages long, in the computer, and students can check it anytime when the computer rooms are open.

Using Newspapers for Extensive Reading

Newspapers are also useful as material for independent reading. I introduce newspapers by explaining their usefulness to students and giving them information on how newspapers are organized, how to read headlines, what types of articles there are, what types of information is included in the lead of a news article, etc.[10]

After information about newspapers has been introduced, I assign students to read at least one short newspaper article each day. Students keep a journal about what they are reading, including Xerox copies of the articles that they have read and summaries of the articles. (Instead of keeping a diary, students can do presentations, in groups or as individuals, about the articles that they have read.) Students can be assigned to follow a particular topic over a period of time.

Kitao and Kitao (1989a, 1992a) include exercises that can be used for different types of newspaper articles, including news articles, features, sports news, business news, and columns. Using these exercises, students study the characteristics of different types of articles. In addition, Kitao and Kitao (1989b, 1992b) has a review exercise that can be used with a newspaper. Students follow the instructions and identify characteristics of newspapers and headlines, various types of articles and their characteristics, and so on. It can be used as a review or as a test.

Summary and Conclusion

In summary, we need to choose or make easy readings to teach reading effectively. Those readings need to be well organized, to have concrete ideas or information, and to be written or chosen to suit the goals of the class. The number of words in the reading passage should also be speci-

fied, so it can be used to calculate students' reading speeds. Readings should have exercises which help students understand the reading passage and production exercises which help students improve their proficiency in speaking English. If a reading passage has difficult vocabulary, there should be explanations in easy English. Teachers should provide a reading speed chart and time record chart and encourage students to keep track of the increase in their reading speed in words per minute. Though reading fast is important, understanding should be emphasized more. It is not easy to find very good materials for reading, and it is very time consuming to make them. Working with other teachers and sharing work will inevitably improve reading classes.

Notes

[1]In the JALT Reading Research Project, 1980–1981 (K. Kitao, V. Broderick, B. Fujiwara, M. Inoue, S. K. Kitao, H. Miyamoto, and L. Sackett) developed several reading tests.

[2]These estimates are based on a catalogue compiled by sixteen publishers of college English textbooks.

[3]A lesson about prereading activities appears in Kitao, K., Broderick, V., Fujiwara, B., Kitao, S. K., Miyamoto, H., & Sackett, L. (1985). *American Patterns*. Reading, MA: Addison-Wesley.

[4]The following textbooks have a reading speed chart.

Kitao, K., Broderick, V., Fujiwara, B., Inoue, M., Kitao, S. K., Miyamoto, H., & Sackett, L. (1983). *An American sampler*. Reading, MA: Addison-Wesley.

Kitao, K., Broderick, V., Fujiwara, B., Kitao, S. K., Miyamoto, H., & Sackett, L. (1985). *American patterns*. Reading, MA: Addison-Wesley.

Kitao, K., Broderick, V., Fujiwara, B., Kitao, S. K., Miyamoto, H., & Sackett, L. (1985). *American vistas*. Reading, MA: Addison-Wesley.

Kitao, K., Broderick, V., Kitao, S. K., Miyamoto, H., & Miyazaki, J. (1985). *American holidays*. Tokyo: Eichosha.

Kitao, K., Broderick, V., Fujiwara, B., Kitao, S. K., & Sackett, I. (1985). *American mosaic*. Tokyo: Eichosha.

Kitao, K. Broderick, V., Kitao, S. K., Miyamoto, H., & Miyazaki, J. (1989). *Holidays in the United States*. Tokyo: Eichosha.

Kitao, K., & Kitao, S. K. (1986). *American reflections*. Tokyo: Eichosha.

Kitao, K. & Kitao, S. K. (1986). *American potluck*. Tokyo: Asahi Press.

Kitao, K. & Kitao, S. K. (1989). *Colonial days*. Tokyo: Gaku Shobo.

Kitao, S. K. & Kitao, K. (1989). *American panorama*. Tokyo: Asahi Press.

Kitao, S. K. & Kitao, K. (1990). *American patchwork*. Tokyo: Asahi Press.

Kitao, S. K. & Kitao, K. (1991). *American portrait*. Tokyo: Asahi Press.

Kitao, S. K. & Kitao, K. (1993). *American pictures*. Tokyo: Asahi Press.

Kitao, S. K. & Kitao, K. (1993). *Events and trends in American history*. Tokyo: Sanshusha.

Kitao, S. K. & Kitao, K. (1994). *Readings in science*. Tokyo: Asahi Press.

[5]A time record chart includes the titles of the reading passages and the number of words in each passage. Students fill in the time it takes them to read the passage and calculate the number of words they read per minute, using the reading speed chart. Examples of time record charts are found in the textbooks listed above.

[6]An example in such a lesson appears in Kitao, K., Broderick, V., Fujiwara, B., Inoue, M., Kitao, S. K., Miyamoto, H., & Sackett, I. (1983). *An American sampler*. Reading, MA: Addison Wesley.

[7]Examples of such lessons appear in the following textbooks:

Kitao, K., Broderick, V., Fujiwara, B., Kitao, S. K., & Sackett, I. (1985). *American mosaic*. Tokyo: Eichosha.

Kitao, K., Broderick, V., Fujiwara, B., Kitao, S. K., Miyamoto, H., & Sackett, I. (1985). *American patterns*. Reading, MA: Addison Wesley.

Kitao, S. K., & Kitao, K. (1994). *Developing reading strategies*. Tokyo: Eichosha.

[8]Examples of lessons teaching about parts of paragraphs, organization of paragraphs, and transitions are included in the following textbooks:

Kitao, S. K., & Kitao, K. (1988). *Writing English paragraphs*. Tokyo: Eichosha.

Kitao, S. K., & Kitao, K. (1990). *Understanding English paragraphs*. Tokyo: Eichosha.

Kitao, S. K., & Kitao, K. (1992). *Basic English paragraphs*. Tokyo: Eichosha.

Kitao, S. K., & Kitao, K. (1993). *From paragraphs to essays*. Tokyo: Eichosha.

[9]The list of CAI materials I developed before March, 1993, is on the floppy disks attached to Edasawa, et al., 1992, and Nozawa, Shimatani, & Yamamoto, 1993.

[10]Lessons related to newspapers are included in the following textbooks:

Kitao, S. K., and Kitao, K. (1989). *Reading English newspapers.* Tokyo: Kirihara Shoten.

Kitao, S. K., and Kitao, K. (1992). *Understanding English newspapers.* Tokyo: Kirihara Shoten.

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Kitao, K. (1991). Eigo CBI no kaihatsu: Doshisha daigaku no baai [Developing English CBI: The case of Doshisha University]. *Doshisha Studies in English, 54*, 259–285.

Kitao, K. (1992a). Developing English CBI programs at Doshisha University. *The Doshisha Business Review, 43*, 451–484. ERIC Document Reproduction Service No. ED 348 876.

Kitao, K. (1992b). Doshisha daigaku ni okeru eigo kodoku CBI no koka [Results of English reading CBI at Doshisha University] (1). *Doshisha Studies in English, 56*, 358–393.

Kitao, K. (1993a). Doshisha daigaku ni okeru eigo kodoku CBI no koka [Results of English reading CBI at Doshisha University] (2). *Doshisha Studies in English, 59*, 87–142.

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Appendix A
Seating Chart

8 Tagawa	16 Kiji	24 Izumi	32 Okabe	40 Kondo	48 Hatori
7 Koizumi	15 Tateno	23 Oda	31 Hara	39 Kieda	47 Mori
6 Yamada	14 Ashida	22 Ito	30 Higami	38 Tokuda	46 Nishi
5 Shimada	13 Mita	21 Imai	29 Irie	37 Kishi	45 Minami
4 Shima	12 Itai	20 Suzuki	28 Tanabe	36 Kitami	44 Baba
3 Aoki	11 Kita	19 Inami	27 Ishida	35 Kizu	43 Hata
2 Arima	10 Tagawa	18 Yoneda	26 Ishino	34 Kida	42 Asada
1 Akita	9 Kitao	17 Imai	25 Cho	33 Kishi	41 Hori

Appendix B
Pleasure Reading

It is fun to read English books. You will obtain information that you might not be able to get from Japanese books. You will find that some of the books which you may have read in their Japanese translations sound different and are sometimes more interesting than in their translated versions.

How many English books have you read since you started studying English several years ago? What? Not even one? Well, maybe that's not surprising. You may have been too busy studying to get good grades and pass college entrance exams. Now you have more free time. Why don't you read English books?

Some of you may have tried to read English books but may have given up. Some books are very difficult. There are many English books in our library, and you can try to read them if you have the confidence.

Even if you do not have the confidence to read the English books in the library, you can enjoy reading English books. There is "English as a Second Language Corner" in the section of English books in our library. There are several shelves and about 900 books of various types. They include mysteries, biographies, classics, science fiction, plays, nonfiction, and adventure. They are divided into four levels according to the level of their vocabulalary. The easiest level is elementary (E), which uses only 300–1,000 words. The second is low intermediate (LI), at the 1,000–2,000 word level. The third is high intermediate (HI), which has 2,000–3,000 words. The highest level, advanced (A), has 3,000–7,000 words. Even the books of the advanced level are much easier than ordinary English books.

If you decide to read some of these books, it is a good idea to read something you are interested in, the kind of book you might ordinarily read in Japanese. For example, if you like to read Sherlock Holmes in Japanese translation, try reading one of his books in English. Read the first couple of pages and find out if it is the right level for you. If it is too difficult, try something easier. The four levels will help you to decide which books to read.

After you choose a book, the most important thing is that you enjoy reading it. Just try to understand the plot. Even if you find some words you do not understand, don't use a dictionary immediately. Guess the meaning from the context. It is not important to understand everything written in the book. It is more important that you enjoy reading and understand the overall ideas. If you try reading several books, you will improve your reading comprehension.

Appendix C
Book Report

Class _____ Student # _____ Name _____

Title _____

Publisher _____ Publication Year _____

Level _____ Size _____ × _____ # of Pages _____

Topic _____

Main characters _____

Minor characters _____

Time period of the story _____

Location of the story _____

Time Required to Finish _____ hours _____ minutes

Boring	1 2 3 4 5 6	Interesting
Childish	1 2 3 4 5 6	Not Childish
Useless	1 2 3 4 5 6	Useful
Unsatisfactory	1 2 3 4 5 6	Satisfactory
Not recommended	1 2 3 4 5 6	Recommended

Organization	Poor	1 2 3 4 5 6	Good
Grammar	Difficult	1 2 3 4 5 6	Easy
Vocabulary	Difficult	1 2 3 4 5 6	Easy
English (as a whole)	Difficult	1 2 3 4 5 6	Easy
Prior knowledge assumed	Much	1 2 3 4 5 6	Little
Comprehension (content)	Difficult	1 2 3 4 5 6	Easy

Summary

Comments.